

ReadWriteThink Lesson Submission Guidelines

To get started on your lesson plan, review the following information on the required portions of every lesson plan, and let us know if you have any questions.

Lesson Plan Title

Provide a clear, descriptive title for your lesson, one that will attract readers searching for content-specific ideas. The title should be fewer than **ten words** and different from titles already on the site. Clear titles are more important than “cute” titles.

Abstract

Provide a brief description to be used in the lesson index, not to exceed **30 words**. The overview appears on the lesson plan index, so it needs to tell a teacher enough about your lesson plan to decide whether he/she wants to look at the complete lesson. Mention the keywords in your short description as well as the title of any texts that are not obvious in the title of the lesson.

Overview

Provide a general description of the lesson, not to exceed **100 words**. A simple way to write this section is to expand your abstract, adding more details and information on the activities and texts.

Grade Band

Indicate which grade levels your lesson is appropriate for. Lessons for grades K through 12 are accepted on our site. You can choose specific grade bands such as K, 1-2, 3-4, 5-6, etc., or you may choose to span grade bands (example: 3-12).

Lesson Plan Type

Indicate which of the following four types best fits your lesson: Minilesson, Standard Lesson, Recurring Lesson, or Unit. Examples of the different types are below:

Minilesson: http://www.readwritethink.org/lessons/lesson_view.asp?id=75

Standard Lesson: http://www.readwritethink.org/lessons/lesson_view.asp?id=1077

Recurring Lesson: http://www.readwritethink.org/lessons/lesson_view.asp?id=55

Unit: http://www.readwritethink.org/lessons/lesson_view.asp?id=1005

Estimated Lesson Time

Estimate the amount of time necessary to complete the lesson. As typical lessons often include multiple class sessions, estimate the time required for each session, if appropriate. State the number of sessions

and include any additional information about scheduling in the Instructional Plan. Examples: One 50-minute session, or Three 10-minute sessions.

Featured Resources

Choose the **three** most important things that teachers and/or students must have to complete this lesson. Be sure to list any printouts, technology, or websites that are crucial to the lesson.

From Theory to Practice

Provide a theoretical/conceptual foundation for your lesson. In general terms, this section might be what you'd imagine telling a family member, another faculty member, or an administrator who asks you why this lesson is pedagogically sound. Your Theory to Practice section must refer to one or more publications, and NCTE publications are preferred. You can find books and journals that are frequently used in ReadWriteThink lessons by visiting our [Professional Library](#) page. Please cite the reference completely using MLA format. An example of an exemplary Theory to Practice section can be seen in the following lesson: <http://www.readwritethink.org/classroom-resources/lesson-plans/picture-worth-thousand-words-116.html>.

Standards

Choose the NCTE/IRA Standards the lesson addresses, referring to them by number. A complete listing of the standards can be found at <http://www.ncte.org/about/over/standards/>. State Standards will be automatically added to your lesson when they become available.

Materials and Technology

List what materials, devices, and programs are required to do your lesson. Examples of materials and technology that might be used in a lesson include white board and markers, LCD projector, computer with internet access, copies of certain printouts, etc.

Printouts

List any handouts that you have created for this lesson, including their given name. These printouts/handouts will later be linked directly to your creation, enabling teachers to access them.

Websites

List Internet resources for your lesson. State the site title, give the page URL, and include an annotation (using complete sentences). All resources must meet the Web Resources Criteria, which are explained at <http://www.readwritethink.org/resources/criteria.html>.

Preparation

Describe the activities or tasks the teacher needs to complete before the lesson. Include details on scheduling the lesson, gathering texts, and making any copies necessary for the lesson.

Instructional Plan

The instructional plan is comprised of the following parts:

Student Objectives

List clear and appropriate student objectives in a bulleted list. Remember that objectives are NOT a simple to do list, but a statement of the underlying abilities that students will practice and improve by completing the lesson. You might refer to the language of your state standards or Bloom's taxonomy for examples.

Session Instruction and Activities

Divide the lesson into separate class sessions, and for each, outline the specific steps required to teach the lesson. Provide as much detail as possible, and be sure to integrate handouts, student materials, and Web sites. Be very explicit so that a teacher could take your lesson plan and follow it step-by-step with no discrepancies.

Extensions

List any alternatives or follow-up activities that relate to the lesson, but that are not fully outlined in this piece.

Related Resources

Links to related ReadWriteThink lessons are included here (e.g., a lesson plan about writing narratives might link to the Peer Review: Narrative lesson plan). To be considered for publication, each lesson must have a minimum of 2 Related Resources. Examples of Related Resources include [Lesson Plans](#), [Student Interactives](#), [Professional Library](#) selections, [Strategy Guides](#), [Calendar Activities](#), [Parent & Afterschool Activities](#), etc.

Student Assessment/Reflections

Explain the assessment activities for the lesson plan. The selected assessment should be appropriately matched to the student objectives and the learner. This section should explain both the artifacts and how they will be assessed. For example, if students create a book report, include details on how that book report should be assessed. Include any rubrics necessary for grading.

Image

Suggest a specific image or give detail about the direction in which you would like to go to find an appropriate image for your lesson plan.

Keywords/Tagging

List all keywords and tags associated with your lesson. These keywords will be used to help users of our website search for lessons that are related to a certain topic or strategy.